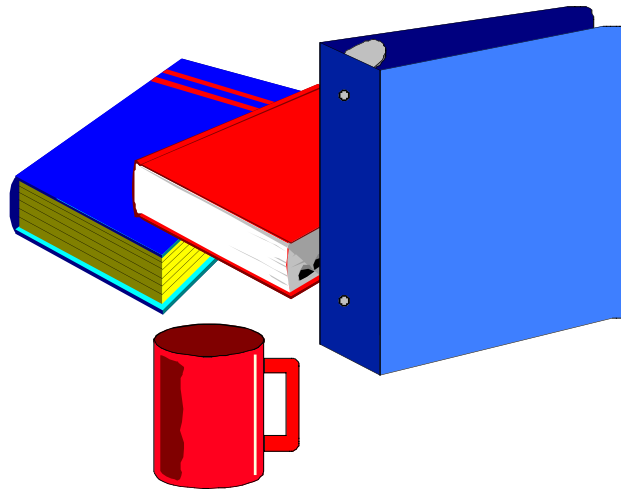


**Direct Support Professional Training
Year 2**

Teacher's Resource Guide



Session #4 Communication, Problem-Solving and Conflict Resolution

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	Positive Behavior Support: Understanding Behavior as Communication	3 hours
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	Teaching Strategies: Personalizing Skill Development	3 hours
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
Total Class Sessions		12
Total Class Time		35 hours

Session: 4
Topic: Communication, Problem-Solving and Conflict Resolution

Core Objectives: Upon completion of this session, the DSP should be able to:

1. Demonstrate a knowledge of various means of effective communication (e.g., a basic communication system using pictures and sign language)
2. Demonstrate effective communication skills (e.g., active listening)
3. Demonstrate the ability to modify his/her communication to ensure understanding
4. The DSP encourages and supports problem solving and coping skills (e.g., conflict management, decision-making strategies)

Time:	<i>Introduction, Review of Year 1 Materials</i>	10 minutes
	<i>Key Words</i>	5 minutes
	<i>Communication Systems and Activity</i>	20 minutes
	<i>Sign Language Activity</i>	15 minutes
	<i>Active Listening</i>	25 minutes
	BREAK	15 minutes
	<i>Conflict Management</i>	20 minutes
	<i>Teaching Problem-Solving</i>	20 minutes
	<i>Coping Strategies</i>	20 minutes
	<i>Optional Activity and Discussion</i>	15 minutes
	<i>Practice Questions</i>	10 minutes
	<i>Ending the Session</i>	5 minutes
Total Time		180 minutes

- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and Powerpoint application;
 - Hard copy of overheads or disk with Powerpoint presentation;
 - Some blank overheads, a flipchart, or chalkboard with markers, chalk, etc.;
 - *Resource Guide* for all class participants;
 - Paper punch
 - Index cards (4 x 6)
 - Cardboard
 - Magazines with pictures of everyday life activities to be used for communication cards; and
 - Assorted colored markers

Preparation

Instructor should read over the presentation outline, becoming thoroughly familiar with the information and instructions for the presentation. The information could be presented verbatim or paraphrased, as long as the essential information is conveyed.

Introduction

Do

Show overhead #1

Say

Welcome to Session #4. In this session, we will be focusing on various forms of communication, communication skills and how to use communication effectively in solving problems and conflicts.

Key Words

Say

In year 1 of the Direct Support Professional Training curriculum, the key words and concepts about communication were:

Do

Show overhead #2

- **Verbal and Non Verbal Communication** – how people let others know what they want with or without words

Your Presentation Notes

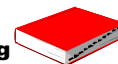
Session 4: Communication, Problem-Solving, and Conflict Resolution



Session #4, Overhead 1

Key Words -Year 1

- **Verbal and Non-verbal Communication**
- **Communication and Behavior**
- **Active Listening**
- **Speech and Language Disorders**
- **Communication System**



Session #4, Overhead 2

- **Communication and Behavior** – what behavior tells us about what a person wants (like smiling might mean the person is happy)
- **Active Listening** – beyond hearing the words is understanding the meaning
- **Speech and Language Disorders** – both in speaking and understanding
- **Communication Systems** – tools for assisting people to help DSPs know what they want

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

We learned that in order to support people with developmental disabilities, we may need to know more about how an individual communicates. For an individual who communicates using words that are easily understood, the task is simpler. We have to work harder to understand the messages from individuals who rely on gestures, signs, and facial expressions to communicate.

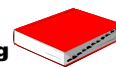
We also talked about how to keep our communication with others easy to understand.

We learned that a person's behavior is often a way for that person to communicate.

Your Presentation Notes

Key Words -Year 1

- **Verbal and Non-verbal Communication**
- **Communication and Behavior**
- **Active Listening**
- **Speech and Language Disorders**
- **Communication System**



Session #4, Overhead 2

Through behavior, a person can communicate what they want, what they don't want and when they want attention.

Let's also review a few of the tips for assisting the individuals with whom you work to use communication effectively.

Do

Show overheads #3 and #4

Communication Tips

- Use words to identify how the person feels (sore, hurt, tired....)
- Use all chances to identify objects in daily routine
- Use appropriate words as you assist the person (dressing, serving meal)
- Point to pictures of objects in books, saying them distinctly
- Point out objects while on a walk, in car, at park, at store
- Speak in short sentences when giving directions
- Be sure to pronounce the entire word
- Acknowledge progress in making sounds, pronouncing words
- Be sure your movements are simple when training

Your Presentation Notes

Communication Tips

- Use words to identify how a person feels (hurt, tired....)
- Identify objects in daily routine
- Use words when assisting (cooking....)
- Point to pictures or objects, say words distinctly
- Point out objects while on walk, in car, at park, at store
- Ask person to watch as you pronounce word

Session #4, Overhead 3

Communication Tips, continued

- Speak in short sentences when giving directions
- Be sure to pronounce entire word
- Encourage progress
- Make movement simple when teaching
- Encourage use of all senses
- Listen carefully to what person says or tries to say

Session #4, Overhead 4

- Encourage people to use all of their senses
- Listen carefully to what the person says or attempts to say

Key Words

Do

Show overhead #5

Say

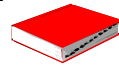
For today's session, we'll be learning more about how to support the individuals we work with in becoming successful communicators. The key words today are:

- **Communication Systems** – ways in which we can understand the people we support
- **Sign Language** – one way for people without verbal skills to communicate and the gestures people use
- **Active Listening** – to REALLY hear and understand a person's message to you
- **Conflict Management** – how to work with the difficulties when people don't agree
- **Decision Making** – what goes into deciding something and how to assist someone
- **Coping Strategies** – to help people learn how to handle difficult situations

Your Presentation Notes

Key Words

- **Communication Systems**
- **Sign Language**
- **Active Listening**
- **Conflict Management**
- **Decision Making**
- **Coping Strategies**



Session #4, Overhead 5

Say

Communication is a key to meaningful participation in life, in community activities, and in developing relationships. Encouraging communication is easy. Each time the DSP and the individual are together is a chance to initiate communication and to assist that person to communicate in a way that is meaningful, to him or her.

Do

Show overhead #6

Say

What things should we be teaching people about communication:

- Reasons for communicating, for example, asking for information on how to find something in a store
- Social skills involved with communication, for example, taking turns talking during a conversation
 - How far to stand away from someone when talking to them
 - How to make choices
 - How to express feelings
 - When it's okay to be loud
 - When should someone be quiet

Most of all, we want to assist people to control and participate more effectively in his or her environment in the most meaningful way possible. What we teach is as important as how we teach it. If a person is

Your Presentation Notes

What to Teach?

- **Reasons for communicating**
- **Social skills that are a part of communication**
 - How far to stand away from someone
 - How to make choices
 - How to express feelings
 - Voice level (e.g., how loud, when to be quiet)

Session #4, Overhead 6

communicating through pictures or graphic symbols, we may need to spend more structured time to assure that the symbol used matches what the person wants to communicate. We would also want to use those symbols throughout the day for routines and activities, so that there are many chances to practice them. For someone who is learning to make choices through facial expressions, we would also want to make sure that there are a number of chances for him or her to make a choice and to practice the facial expression.

Communication Activity

Do

Hand out magazines, index cards and colored markers

Say

Your work for the next few minutes will be in small groups of 3 or 4.

For some of the individuals we support, we may need to use symbols or pictures as a way for the person to communicate.

Your job is to develop a communication board using the materials here or creating symbols that work. The communication boards that are used by individuals include handmade ones (for example, using

Your Presentation Notes

cardboard, file or index cards, a small booklet) or professionally made (for example, an electronic device).

Remember to create opportunities for indicating preferences and making choices. Your board might have a way for the person to say “yes” or “no,” to choose from among options presented. Your groups will reflect the variety of people each of you support.

Do

Show overhead #7

Say

The purpose of the communication board you are making is to provide an individualized way for someone to ‘talk’ to others.

It’s based on individual preferences and activities.

The goal of this communication board is to support choice-making and interacting with others.

Do

Show overhead #8

Say

Here is a sample of a board that was developed to help someone tell others what

Your Presentation Notes

Communication Boards

- **Purpose of the board:**
 - provide an individualized way for someone to ‘talk’ to others
- **Based on individual preferences and activities**
- **Supports choice-making and interacting with others**

Session #4, Overhead 7



Session #4, Overhead 8

he wants to do when he first gets home from school or work in the afternoon.

The individual using this board provided the examples for it. It is important for the individual to be the creator of what is included on any type of communication board in order for it to work as an effective communication too. In this situation, the DSP knows from observation that he might want to have a snack, go to the bathroom or listen to music.

In the first year of this training series, participants used pictures to tell others about themselves. This time, the pictures on your cards (communication boards) will be used to show the order in which activities occur. At various times in the activities, the people we support are making choices, are telling us what they like and dislike, or are asking for help.

Do

Using magazines, cards, and markers, ask each group to develop a card for a different activity of the day. Each card should have the series of tasks needed to complete the activity the group is demonstrating.

One group can illustrate morning activities needed to get ready for work or program; another group can illustrate purchasing a

Your Presentation Notes

meal in a restaurant; and another group can illustrate a weekend activity just for fun.

Note: The trainer will want to remind DSPs about creating opportunities for communication as well as for choice making.

Do

Refer the participants to the pages in their Resource Guide that have some signs and symbols for completing their communication board.

After about 15 minutes . . .

Say

Let's have each group show the rest of us the communication board that they have created.

Does anyone think they could use any of these communication boards with people they support?

Some people use these symbols on laminated cards, which are attached to a key ring. An individual can take these useful cards with them to communicate with others. Others may have a communication board, which has pictures they look at to indicate what activity they might want to do next.

These are individuals who have a clipboard with the alphabet. By pointing to the letters, they spell out words and sentences to

Your Presentation Notes

communicate. Some of the individuals you support may be working with speech therapists on communication programs. It is important that you are part of the team that develops and uses the communication program. It is also important that it is understood and used by all of the people who support an individual. Remember, this is one way to help people to communicate and may not work for everyone you support.

Say

Do any of you work with people who use professionally made electronic or other types of communication boards? [If someone says yes -] Would you like to tell us about it?

Note: If you have access to communication devices, please bring them to class to share

Sign Language Activity

Say

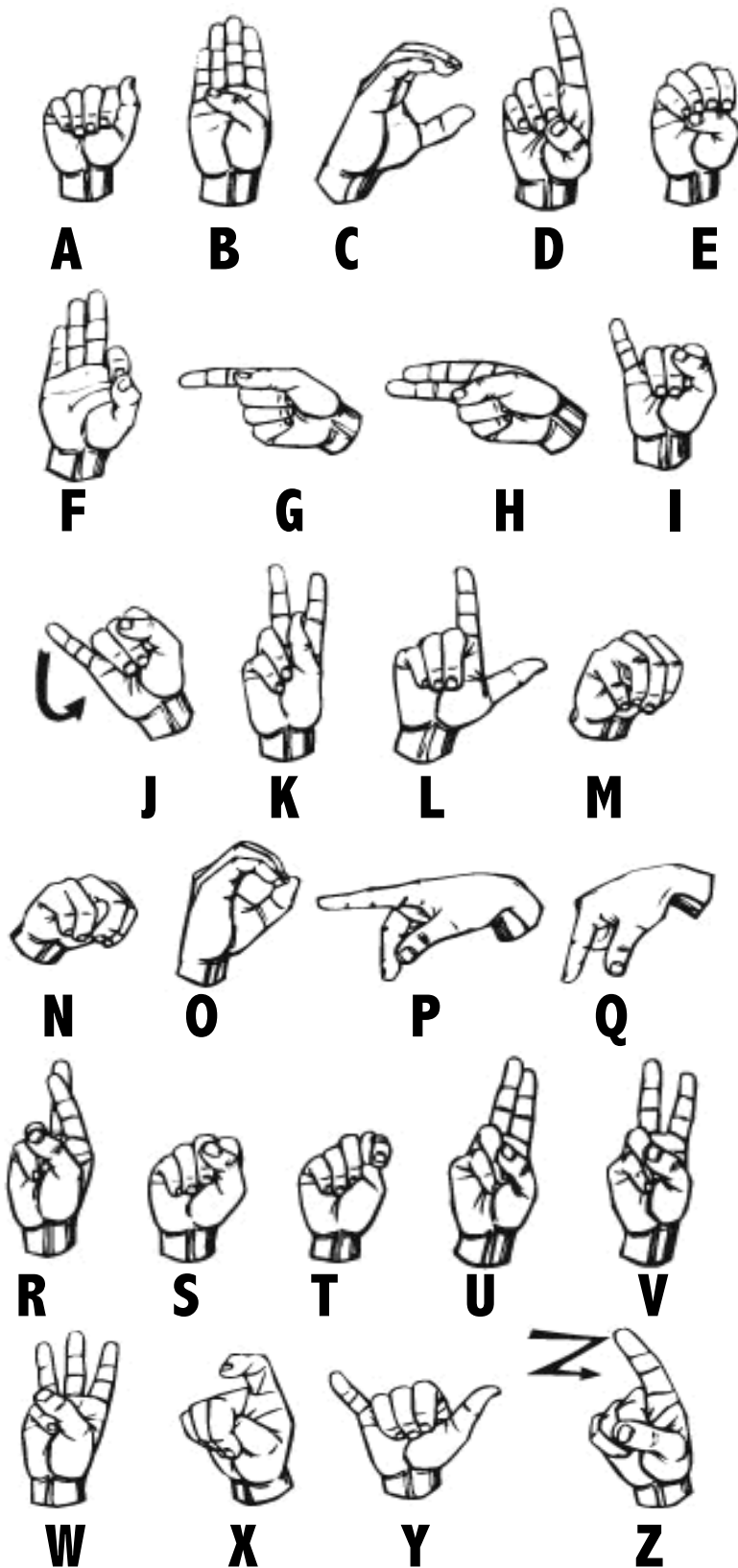
We may have some people who use or could use sign language. Do any of you use sign language in your programs? What would be some of the most critical signs that an individual should know?

Note: Answers may include help, hurt, sick, sad, hungry.

Your Presentation Notes

ASL Manual Alphabet

From the unnamed website at <<http://members.tripod.com/~imaware/aslalpha.html>>





NAME, CALLED, NAMED

Cross the middle-finger edge of the right *H* fingers over the index-finger edge of the left *H* fingers. To sign *called* or *named*, move the crossed *H* hands in a small forward arc together.

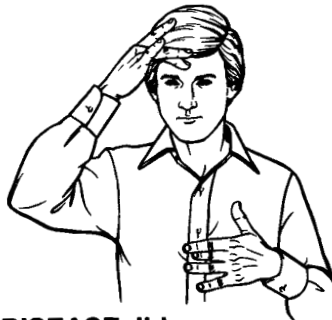
Memory aid: Reminds one that those who cannot write have to sign their *name* with an *X*.



SAD, DEJECTED, DESPONDENT, DOWNCAST, FORLORN, SORROWFUL

With palms facing in, bend the head forward slightly while dropping the open hands down the length of the face. Assume a sad expression.

Memory aid: Suggests an expression of melancholy.



SICK, DISEASE, ILL

Place the right middle finger on the forehead and the left middle finger on the stomach. Assume an appropriate facial expression.

Memory aid: The right hand seems to be feeling the temperature of the forehead, while the left hand indicates an area of discomfort.



BED

Hold both hands palm to palm and place the back of the left hand on the right cheek.

Memory aid: The sign symbolizes resting the head on a pillow.

1.



2.



DINNER, SUPPER

Move the fingers of the right closed *and* hand to the mouth a few times and place the curved right hand over the back of the left flat hand. *Note:* This sign is a combination of *eat* and *night*.

Memory aid: Suggests the meal eaten when the sun has set.



DRINK

Move the right *C* hand in a short arc toward the mouth.

Memory aid: Suggests the action of *drinking* from a glass.



EAT, CONSUME, DINE, FOOD, MEAL

The right *and* hand moves toward the mouth a few times.

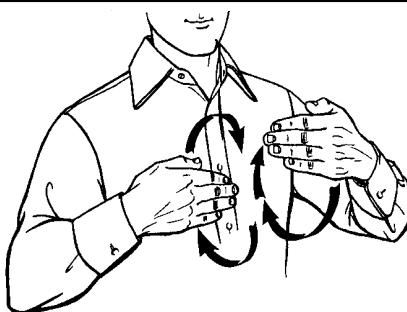
Memory aid: Putting *food* into the mouth.



GLASS (substance), CHINA, DISH, PORCELAIN

Touch the teeth with the right index finger.

Memory aid: The teeth are breakable, just like *glass*.



HAPPY, DELIGHT, GLAD, JOY, MERRY

Move both flat hands in forward circular movements with palms touching the chest alternately or simultaneously. One hand is often used by itself.

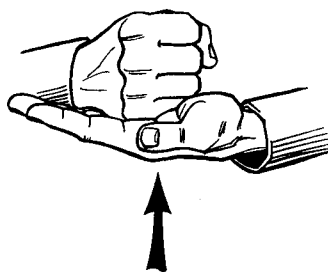
Memory aid: Suggests *happy* feelings springing up from within.



TOILET, BATHROOM

Shake the right *T* hand in front of the chest with the palm facing forward.

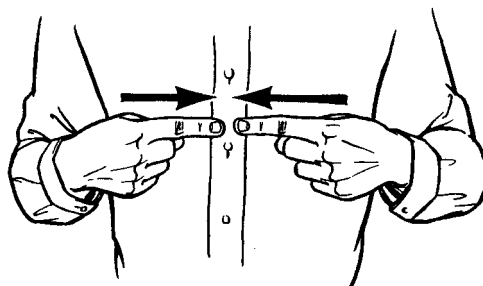
Memory aid: The shaking motion suggests the need to meet a physical requirement.



HELP, AID, ASSIST, BOOST

Place the closed right hand on the flat left palm and lift both hands together.

Memory aid: Suggests the giving of a *helping* hand.



PAIN, ACHE, HURT, INJURY, WOUND

Thrust the index fingers toward each other several times. This may be done adjacent to the particular area of the body that is suffering from *pain*.

Memory aid: Suggests the throbbing of *pain*.



HUNGRY, HUNGER, APPETITE, CRAVE, FAMINE, STARVE

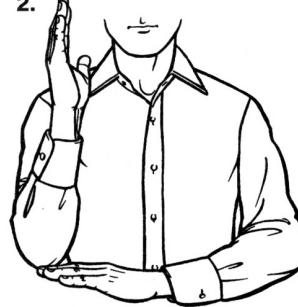
Move the thumb and fingers of the right C hand down the center of the chest from just below the throat.

Memory aid: Suggests the direction that food travels to the stomach.

1.



2.



LUNCH

Move the fingers of the right closed *and* hand to the mouth a few times. Place the left flat hand at the outer bend of the right elbow, and raise the right forearm to an upright position with palm facing left.

Memory aid: Suggests the meal eaten when the sun is overhead.

Please find a partner. Now, look at the *Worksheet and Activity* section of the resource guide for the page titled *ASL Manual Alphabet* (refer to the page number).

Just for fun, see if you can use the manual alphabet handout and the signs for “my” and “name”.

Wait about 5 minutes . .

Say

Now, spell out your name to your partner.

Wait about 5 minutes . .

Say

After the manual alphabet, you will find some pages from *Signing Illustrated*.

Please practice signing some of those words and see if you can make a simple sentence from them.

Do

Move around the class to see how students are doing and to offer help as needed.

Wait about 10 minutes . .

Say

Do you think there might be people you support who could be better understood if

Your Presentation Notes

they could use even some basic signs? For those of you who work with individuals who are hearing impaired and use sign language, it might be valuable to take a sign language class offered at adult and evening schools in your community

Just as a review, here are some questions to ask yourself as you go through the course of the day:

Do

Show overhead #9 and #10

Say

As you go through the bullets, allow the participants to respond to questions with their ideas first.

In what ways do you create opportunities within daily routines to promote interaction?

This would be talking to the person while going through hygiene, eating, dressing routines to find out more about the person and to give them a chance to better let you know what they like and don't like.

In what ways do you pace routines so that interaction can occur, by allowing time for the person to respond?

Your Presentation Notes

In What Ways Do You . . .

- **create opportunities to promote conversation?**
- **pace routines so that there is time for the person to respond?**
- **wait for a response?**
- **acknowledge the person's attempt to interact?**

Session #4, Overhead 9

In What Ways Do You . . .

- **avoid anticipating the person's needs?**
- **provide opportunities to make choices and avoid making decisions for people?**
- **talk to the person about the routines as they occur?**

Session #4, Overhead 10

Sometimes we think we know how a person will answer, so we answer our own questions. Or we are so busy, that we ask a question, and don't really wait for a response. How many times have you asked someone "How are you?" but don't really wait to hear their answer?

Do you wait for a response?

Some people make take longer to understand the question, and need time to figure out how to answer. Sometimes the response may take a very long time.

In what ways do you acknowledge the person's attempt to communicate?

Remember that everyone communicates in a different way, and even a small sound or a gesture needs to be noticed. That will let the person know that what they are trying to tell you is important to you.

In what ways do you avoid anticipating the person's needs?

If we have known the person a long time, we often think we know what they need. But if we make opportunities for someone to tell us what they need, we again let them know that their communication is important. And

Your Presentation Notes

In What Ways Do You . . .

- **create opportunities to promote conversation?**
- **pace routines so that there is time for the person to respond?**
- **wait for a response?**
- **acknowledge the person's attempt to interact?**

Session #4, Overhead 9

In What Ways Do You . . .

- **avoid anticipating the person's needs?**
- **provide opportunities to make choices and avoid making decisions for people?**
- **talk to the person about the routines as they occur?**

Session #4, Overhead 10

sometimes the person's needs change, and we want to hear about those changes from them.

In what ways do you provide opportunities to make choices and avoid making decisions for people?

This is also hard to do when we know a person well. Remember that we want to take every chance possible for a person to tell us what they like and don't like, and what choice they would make. These choices will be different for everyone, and might be deciding between two salad dressings or between several activities. There might be choices to make all during the day.

In what ways do you talk to the person about the routines as they occur?

It's important to give words to the activities as you go. Imagine if you had to go through a day in total silence. By talking through each activity, we increase the chances that the person will learn the words as well as the order of the activities. That will help when there is a new DSP or with relief staff, as well as with family members and friends. DSPs should talk through the day with the people they support, even if you don't know if the person really understands. We don't always know what a person understands.

Your Presentation Notes

In What Ways Do You . . .

- **create opportunities to promote conversation?**
- **pace routines so that there is time for the person to respond?**
- **wait for a response?**
- **acknowledge the person's attempt to interact?**

Session #4, Overhead 9

In What Ways Do You . . .

- **avoid anticipating the person's needs?**
- **provide opportunities to make choices and avoid making decisions for people?**
- **talk to the person about the routines as they occur?**

Session #4, Overhead 10

Say

We've talked today about assisting individuals we support to communicate. We also have a number of other people with whom we communicate. Our communication skills with those people have to be effective as well. Who are some of the people with whom the DSP communicates?

Note: After participants have had a chance to mention some, show the next overhead and compare answers.

Do

Show overhead #11

Family members
Regional Center staff
Licensing staff
Administrators
Neighbors
Co-workers
Work or program staff
Others?

Say

Since we communicate with others besides the individuals we support, our next discussion will deal with those other people in our work. We'll be talking about active listening. This is a skill that can help you in your work as well as in your personal relationships outside of work.

Your Presentation Notes

**Communication
Partners**

- Family members
- Regional Center staff
- Licensing staff
- Administrators
- Neighbors
- Co-workers
- Work or program staff
- Others?

Session #4, Overhead 11

While listening certainly seems like an easy skill, it is by far the skill most difficult to learn. And yet it is such an important part of the communication process. Effective DSPs have to not only assist individuals to communicate, but also must listen very carefully. Each of us shares the responsibility for accurate communication. Listening is a good place to start.

Do

Show overhead #12

Say

"Listening is being silent with another person in an active way."

-Morton Kelsey

Say

Even in the best of situations, where no one else but you and another person are in the room, listening is very difficult. Realistically, the life of a DSP doesn't always lend itself to those private moments when listening would be very easy. When we add more people, and their interests, we've increased the difficulty of listening.

Robert Montgomery suggests that people who want to improve their listening skills should use the LADDER approach.

Your Presentation Notes

Morton Kelsey

"Listening is being silent with another person in an active way."

Session #4, Overhead 12

Do

Show overhead #13

Say

Responsively listen

Express emotions with control

Don't change the subject

Don't interrupt

Ask questions

Look at the other person

Do

Show overhead #14

Say

Active listening requires that a person:

- Hear the words
- Figure out what they mean
- Respond to the words

Hearing what a person says is not the same as listening. It's when we take the time to see if what we heard was what the person really meant that we begin to actively listen.

The ways that we might try to figure the words out might include:

Asking the individual questions to see if we got it right.

Your Presentation Notes

The Listening Ladder

Responsively listen

Express emotions with control

Don't change the subject

Don't interrupt

Ask questions

Look at the other person



Session #4, Overhead 13

Active Listening

• **Hear the words**

• **Figure out what they mean**

• **Respond to the words**



Session #4, Overhead 14

Rewording what the individual said, like “so you think we should go to a movie tonight?”

Can you think of other ways?

Active Listening Activity

Say

For this next activity, we'll be role-playing situations in which the communication might be between a DSP and the individual supported. We'll also use examples from other times when your good communication skills are critical.

Please open your resource guide to the *Worksheet and Activity* section and the activity titled *The Ladder* (refer to page number). I will be assigning you to a group in which each of you will have a role. Two of you will play the roles outlined in the handout, and everyone else will be an observer. The observers will be using the LADDER to look at the listening skills used by the role players. The observers will be marking their notes on the second handout.

Note: Divide the participants into three groups and assign one of the role plays. You may have to go through a few examples of how to complete the activity in front of the class prior to the group work

Your Presentation Notes

Do

Rotate to each group to make sure that the activity is understood and that observers are taking notes.

Do

Allow about 8 minutes for the role-play.
Then call the group back.

Ask

Which group of observers would like to report on their role-play?

Say

Did the role players find it difficult to listen?
What made it difficult? Are these issues similar to ones that you have experienced with the individuals you support?

By now, you can see the difficulties and the importance of effective communication skills. You can see now that communication needs practice and takes patience if we are going to be clear with people who we see each day. Sometimes, when we don't understand one another and our communication is not clear, misunderstandings can occur.

Say

After our break, we'll be talking about those misunderstandings by discussing managing conflict and problem solving. We will look at these issues both from a personal point of

Your Presentation Notes

Activity: The Ladder Listening Scenarios

1. Armando and DSP

Armando has lived in the Main Street Home for 5 years. He likes living there, but has been upset recently because his roommate just moved out of state to be closer to his family. Armando just got a new roommate, Gerald. Gerald is very quiet and doesn't like to do anything with the group. He goes to bed early every night, and growls when Armando comes into the room after he is asleep. Gerald keeps talking about how he can't wait to move out also. Armando is having a lot of trouble with his roommate talking when he wants to sleep. He and his previous roommate were close friends. He misses him and misses the kind of roommate relationship he had with him. Armando comes to the DSP to explain why he has been so difficult to be around lately.

2. DSP and Day Program Staff

Joseph is very happy at the day program he attends. He does well with the tasks assigned to him. He receives a paycheck for his work. Recently, the day program staff person who knows Joseph best has been calling you (the DSP) to let you know that she intends to discuss a job for Joseph at his next IPP meeting. You don't think that would be the best idea for Joseph. He has a great deal of trouble communicating and you would be very worried about how he'd get around at a job. He once tried to take a bus by himself, got lost and was brought home by the police. So when this staff person talks about him getting to a job and doing well, you are a little skeptical. The staff person asks you to come in to the program to meet with Joseph and herself to discuss Joseph's situation.

3. DSP and Family Member

This is the first time Donna has ever lived anywhere but with her parents. Donna and her parents looked at about 20 different homes before deciding on yours. The parents say that they trust you with their daughter, but their behavior makes you uncomfortable. They come by every evening and check what Donna has eaten, what she wore to program, what time she got up and to whom she spoke during the day. Donna tells you that she wishes her parents would let her grow up. You want to get that message to Donna's parents.

Activity: The Ladder

Responsively listen
Express emotions with control
Don't change the subject
Don't interrupt
Ask questions
Look at the other person



Observers should make notes on how well the people who are communicating observe the LADDER rules.

Make eye contact? (Did the person make eye contact?)

Asking questions (Did the person ask questions to clarify understanding?)

Interrupt? (Did the person really listen without interrupting?)

Subject? (Did the person stay on the subject?)

Emotions (How did the person show emotions without blowing up?)

Responsiveness (how did the person show they heard and understood the message?)

view – how we can deal with conflict and problem solving for our own issues as well as how to teach these skills to people we support.

BREAK

Conflict Management

Say

People have many communication challenges. Our role as DSPs is to help them to communicate. This might sometimes mean that we are communicating for someone when we are in the community. This means that we have to be clear about what the person is telling us so that the message we give is clear and accurate. This is especially important if we are talking to someone who does not know the individual. It means being sure that what we tell others is from the individuals we support. We have to be careful not to put our own opinion or our own cultural values in the telling.

When we are talking to people in the community, please remember “people first” language guidelines. The people we support are PEOPLE FIRST. We want to focus on the person.

Your Presentation Notes

Say

Keep in mind, as well, that the DSP does not “own” any of the individuals you support. We sometimes tend to refer to people as “my consumers” or “my clients.” Remember that each person wants to be referred to as an individual. It’s better to refer to people by their names. In a conversation, you might say “Did you know that Joe lives with our family?” That is, if it is appropriate and if the individual wants to share that information.

Remember also that the DSP has a very important role in an individual’s life. The individual you support may need you to be an advocate for them. Let’s review what advocacy means.

Do

Show overheads #15-#18

Say

Advocacy is:

Helping people help themselves
Building self confidence
Supporting independence
Telling people their rights
Telling people their options
Providing assistance and training
Helping locate services
Asking people what they want
Treating adults like adults

Your Presentation Notes

Advocacy is....

- **Helping people help themselves**
- **Building self confidence**
- **Supporting independence**
- **Telling people their rights**
- **Telling people their options**

Session #4, Overhead 15

Advocacy is....

- **Providing assistance and training**
- **Helping locate services**
- **Asking people what they want**
- **Treating adults like adults**

Session #4, Overhead 16

Advocacy is not:

Taking over a person's life
Making a person dependent
Doing everything for a person
Not informing a person of his/her rights
Making decisions for people
Controlling people
Treating adults like children
Limiting options
Knowing what is best because you are a professional
Not respecting choices

Our role is very difficult, isn't it? We really need to know the individuals we work with, how they communicate, what is important to them to be able to represent them if necessary and if requested.

Do any of you have situations where you work where you have had to be an advocate for an individual you support?

Say

Being an advocate means helping an individual to have some control over their lives. An important part of having control is an ability to communicate, as we have discussed. Sometimes, even when communication is clear and easy, conflicts or differences arise. And we have to keep reminding ourselves that our job is to help other people. We have to be sure that we don't expect individuals to live their life the

Your Presentation Notes

Advocacy is not....

- **Taking over a person's life**
- **Making a person dependent**
- **Doing everything for a person**
- **Not informing a person of his or her rights**
- **Making decisions for people**

Session #4, Overhead 17

Advocacy is not....

- **Controlling people**
- **Treating adults like children**
- **Limiting options**
- **Knowing what is best because you are a professional**
- **Not respecting choices**

Session #4, Overhead 18

way WE want them to, but help them to live the way THEY want to. Helping people to take control of their lives may also come in the form of teaching people how to resolve conflicts, how to solve their own problems, and how to make decisions. With those skills, the individuals we support can be more confident in their own abilities.

In order to teach these skills, we first have to have some understanding of some of the basics ourselves. So we'll look at how DSPs can use the skills in a variety of situations, both at work and at home.

What are some of the places where there might be some conflict or places where not everyone agrees?

Do

Write answers on flip chart

These might include:

- Roommates not getting along
- Parents wanting something that you cannot provide
- Regional center staff criticizing your work
- People you support not liking something about the home where they live

Your Presentation Notes

- A person having a disagreement with a friend
- A person trying to disagree with a parent who wants something different

Your Presentation Notes

Conflict Management Activities

Say

To get an idea of how living with others might be a cause of conflict, here's a short exercise for you. It involves looking first at your life. Sometimes it is easier to understand another person's life once we have a better understanding of our own personal feelings. Pair up with someone to discuss the questions on the activity sheet titled *Stepping Into Another's Shoes* (refer to the page number in the resource guide).

1. Did you share a bedroom while growing up?
2. Do you share a home with someone now?
3. Was there ever a time when you didn't like sharing a room?
4. What made sharing a room or a house difficult?

Now imagine that you have to take everything that is important to you, and place all of these treasures in a small space. You

Class Activity: Stepping into Another's Shoes

- 1. Did you share a bedroom while growing up?**

- 2. Do you share a home with someone now?**

- 3. Was there ever a time when you didn't like sharing a room?**

- 4. What made sharing a room or a house difficult?**

Now imagine that you have to take everything that is important to you, and place all of these treasures in a small space. You have to share that small space with someone else who also has their treasures to store. Do you know of did you choose the person with whom you are to share a room? Does the idea that there might be some differences between people seem likely?

have to share that small space with someone else who also has his or her treasures to store. Do you know or did you choose the person with whom you are to share a room? Does the idea that there might be some differences between people seem likely?

After about 10 minutes . . .

Ask

Each of the groups to summarize their discussions.

Say

Every time two people have any kind of relationship, there is bound to be some conflict. What words do you think of when you think of conflict?

Do

Show overhead #19

Do

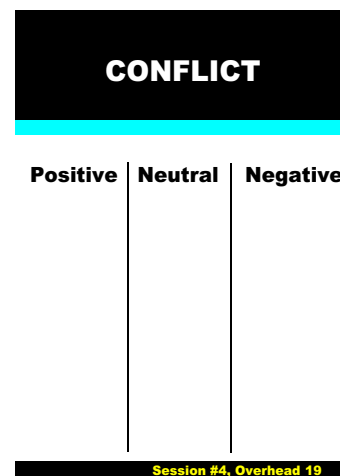
Write answers on flip chart or transparency divided into:

CONFLICT

Positive Neutral Negative

Note: Expect words like war, destruction, growth, understanding, misunderstanding, excitement, problem, disagreement, compromise, anger.

Your Presentation Notes



Say

Most groups list more negative words than positive. As you can see, the negative words are very powerful. We sometimes think of a conflict causing death and destruction.

You may think of a struggle over different ideas that make you uncomfortable as a negative. Others may think that disagreements can be positive – a chance to take a stand on an issue and debate a point of view. And others might find conflict to be neither good nor bad. Sometimes the best way to get some change made begins with a conflict.

Do

As you receive answers from the DSP, list them in the appropriate columns.

Say

Some of us were taught as children that conflict or disagreeing with a person in charge was not allowed. Especially when talking about values like religion or politics, we may have been taught to accept whatever someone said and not to disagree.

As adults, and especially in our jobs as DSPs, there are conflicts to face on a daily basis. Any time two people work together, there is a possibility that they may disagree. A conflict could be as simple as a disagreement,

Your Presentation Notes

or could be more difficult – like people's behavior affecting others because they don't agree on something very important to each of them.

Each of us deals with conflict in a different way. Some of us give in to pressure when someone disagrees with us, some of us like to be in control, some of us like to find a way for every one to get along.

Say

Sometimes what we see as a disagreement is seen very differently by the other person.

One important part of understanding conflict is to see things as the other person sees them. Our next activity is one you will do alone. Again, this is a way to understand yourself first so that you can gain a better understanding of how conflict works for the people you support. Please turn to the activity sheet titled *The Way I See It* (refer to the page number in the resource guide).

Think about a conflict or disagreement you are currently involved in. It can be in your work life or outside of work. You will only share what you are comfortable sharing with the group. Imagine that right after class, you are meeting with the person with whom you are disagreeing. Maybe you had a disagreement last night and have not seen that person on since. Maybe you had a

Your Presentation Notes

disagreement at breakfast before you came to class.

Let's use some time now to prepare for that meeting.

1. Write down what the disagreement is.
2. Write down what you will discuss.
3. Write down the result you want from the meeting.

After about 5 minutes . . .

Say

Now you know what your side of the conflict is. Now, please turn to the activity sheet titled *Another Way to See It* (refer to the page number in the resource guide). Now you are taking the role of the other person. Prepare for that same meeting.

1. Write down what the disagreement is.
2. Write down what you will discuss.
3. Write down the result you want from the meeting.

After about 5 minutes . . .

Ask

Does anyone want to share the situation they wrote about?

Your Presentation Notes

- 1 . Write down what the disagreement is.**
- 2. Write down what you will discuss.**
- 3. Write down what result you want from the meeting.**

Your Presentation Notes

Say

What were the differences in the way you saw the problem and the way the other person saw the problem?

Does one of you have any power over the other? And does that matter in getting to an agreement?

Do you think that an activity like this might be helpful to teach conflict management skills to the people you support?

Can you think of issues happening where you work where this might be helpful?

Let's talk about a method that you might use for managing conflict. Again, this method may be helpful both at work and at home.

Do

Show overhead #20

Say

- Separate person from problem
- Figure out each person's goals and interests
- Find answers that work for both people
- Try to agree

Managing Conflict

- **Separate person from problem**
- **Figure out each person's goals and interests**
- **Find answers that work for both people**
- **Try to agree**

Session #4, Overhead 20

When we talk about separating the person from the problem, we mean putting yourself in the other person's place, like we just did earlier. Sometimes, something about the person is just annoying to us. It could be their voice or the way they dress or we don't like the way they live their life. But we have to look JUST at the problem in order to resolve things.

We have to control our emotions, even if the other person is doing things that really bother you. Mostly, we want to make sure that we understand each other.

Figuring out each person's goals and interests means concentrating on what each person wants most and trying to find the places where there is agreement. It means being open to meeting someone half way. It means that everyone should define how they see the problem. And it means that the problem has to be discussed before solutions are discussed.

A good way to remember that the problem must be defined first is by this overhead.

Your Presentation Notes

- 1 . Write down what the disagreement is.**
- 2. Write down what you will discuss.**
- 3. Write down what result you want from the meeting.**

Do

Show overhead #21

Say

What's the solution?

5

2

Say

Obviously, we can't solve this until we know what the real problem is. The answer would be very different depending on whether we need to divide, add, subtract or multiply.

Finding the answers that work for both people could come in a lot of different ways. One way might be brainstorming, which we'll practice a little later. Explore all kinds of options before making a decision.

And then, try to agree. That may not happen the first time that the problem is discussed. Sometimes, we have to review all of the options several times. Some people may want to think it over or discuss with others.

Once there is agreement, decide what the next steps might be. Who will do what and when will that be done? And then figure out how to decide if the solution really worked.

Your Presentation Notes

**What's the
solution?**

5

2

Session #4, Overhead 21

Brainstorming Activity

Say

Let's take a little bit of time to practice brainstorming for solutions. The key to brainstorming is that no one can judge any of the ideas, they all are written down and considered. Each idea is considered without judging whether the solution might be too expensive, too wild, not a good idea, or not "my" idea.

Please find the activity sheet titled *Brainstorming* in your resource guide (refer to the page number). Let's divide into groups of 3-4.

Do

Read the scenario

One of the parents whose child lives in the home where you work just gave you \$500. The parent said that the money can be spent in whatever way the whole group decides, there were no restrictions except that everyone had to be part of making the decision. Each group needs to brainstorm for a few minutes the ways that the money could be spent. Remember every idea needs to get written down. See if your group can then agree on one of the options.

After about 10 minutes . . .

Your Presentation Notes

Resource Guide

Class Activity: BRAINSTORM

You have \$500 given to your program by a parent whose only restriction on the way it is spent is that everyone in the home has to be part of deciding.

Here are the ideas from our group:

We decided on:

Ask

Which group would like to go first and tell us some of the options that came up during the brainstorming? Which idea did your group pick?

Did anyone have trouble with accepting the ideas that seemed odd to them?

Here are a few rules that are helpful to remember, both as you face conflicts and as you teach these skills to the people you support.

Do

Show overheads #22 and #23

Say

Use "I" statements

Be willing to resolve the problem

No name calling

Stay in the present

Stick to the topic

Don't interrupt the person who is talking

Recognize that the other person has their own feelings

Ask questions to understand the other person's side

Your Presentation Notes

The Rules

- **Use "I" statements**
- **Be willing to resolve the problem**
- **No name calling**
- **Stay in the present**
- **Stick to the topic**

Session #4, Overhead 22

The Rules

- **Don't interrupt the person who is talking**
- **Recognize that the other person has their own feelings**
- **Ask questions to understand the other person's side**

Session #4, Overhead 23

Say

Some of you may recognize these as Rules for A Fair Fight – rules like these are often used to help couples to communicate better. Let's talk about a few of the rules. Using the "I" statement means that you need to talk about the problem or disagreement from your own point of view. Look at the difference between these:

Do

Show overhead #24

Say

I feel much better when you call to let me know you'll be late

Say

You never come home on time

The second example puts the blame for the problem on the other person and can make it difficult to resolve the problem.

Staying in the present and staying on the topic mean that we shouldn't bring up problems that are not related to what we are discussing right now.

Your Presentation Notes

**See the
difference?**

**I feel much better
when you call to let me
know you'll be late.**

**You never come home
on time.**

Session #4, Overhead 24

Do

Show overhead #25

Say

"You are acting just how you used to act five years ago, when you never called home if you knew you would be late."

"And I also am sick of you leaving your dirty clothes on the floor instead of putting them in the hamper."

Say

These statements won't help to resolve the current problem. Would anyone like to share a conflict that is occurring where you work? Can we apply the conflict management tools to one situation that is really happening?

Do

Let group discuss for about 5 minutes, bringing them back to the conflict strategy outlined.

Say

Let's move on to talk about problem solving and decision making. Earlier, your groups had to decide on which of the ways you wanted to spend money. What was the process you used to make that decision?

One of the key parts of this DSP training course is helping people to have choices, and creating options from which a person can

Your Presentation Notes

**Stay in the
present**

**" You are acting just how
you used to act five years
ago, when you never
called home if you knew
you would be late."**

**" And I also am sick of you
leaving your dirty clothes
on the floor instead of
putting them in the
hamper."**

Session #4, Overhead 25

choose. We learned in earlier sessions that in order for us to help people to take control of their lives, people need to have the opportunity to make their own choices and decisions.

Spencer Johnson, M.D., in *Yes or No: A Guide To Better Decisions* outlines a map to decision making. He says that we have to use our heads to ask questions, and our hearts to find better answers. We ask ourselves if we have looked at all of the options and if we have thought through all of the information. Then we consider if the decision feels right to us and whether we deserve better.

Do

Show overhead #26

Say

We use our heads to ask questions and our hearts to find better answers.

This skill can be taught to people we support as well. An agency in Southern California has developed a way to teach decision making skills to people with developmental disabilities called S.T.O.G. It follows the same path as Dr. Johnson's map.

Your Presentation Notes

Spencer Johnson, M.D.

**" We use our heads to
answer questions and
our hearts to find
better answers. "**

Session #4, Overhead 26

Do

Show overhead #27

Say

S “see”

T “think”

O “okay?”

G “Go”

The “See” step is where the problem is defined. What is the choice to make?

The “Think” step is listing the possible solutions, much like we did earlier. Then we have to “think” with our head and our heart. Is this the best choice and how do I feel about this choice? We also can “think” about who might be affected by my choice and how will this choice affect my life or the dreams I have.

The “Okay?” step is where the decision is made.

The “Go” step is acting on the decision and asking how well it worked.

Please turn to the activity sheet titled *STOG* in your resource guide (refer to the page number).

Your Presentation Notes

STOG*

S “see” 

T “think” 

O “okay?” 

G “go” 

*Horrigan-Cole Enterprises

Session #4, Overhead 27

**Class Activity:
S.T.O.G.**

SEE  **What do I see? What is the choice or problem?**

THINK  **Think about and list the possibilities or solutions.**

Is this the best choice for me?
How do I feel about this choice?
Who will be affected by this choice?
How will this affect my life and/or my dreams?

OK?  **Make a decision**

GO  **Go for it! How did it work?**

Adapted from Horrigan Cole Enterprises "S.T.O.G."

Say

Could each of you please think about a decision you need to make? Again, it could have to do with work or home. Write down on the worksheet how you will think through the problem to make a decision, using each of the four steps.

After about 8 minutes . . .

Say

Would anyone like to share about his or her decision?

Did the steps work for you?

Say

STOG is just one way to help people to make decisions. No one way to make decisions is the right way. And as we discussed earlier, it may not be possible to make a decision in just one meeting. Sometimes, people need to think more about the options, or discuss the problem with other people before making a decision.

We went over a lot of information today. We talked about ways to communicate with people, how to teach people how to communicate, and how to help people to use their communication skills to solve problems and resolve differences. Does anyone have questions on the information we covered today?

Your Presentation Notes

STOG*

S “see” 

T “think” 

O “okay?” 

G “go” 

*Horrigan-Cole Enterprises

Session #9, Overhead 28

Coping Strategies

Do

Show overhead #28

Say

We all get upset from time to time.

Hopefully, we have learned some strategies that help us cope when we get upset. It is important to realize that it is normal to get upset from time to time. **It is not bad or wrong to get upset. It is what we do when we become upset that is the issue!**

The first thing to know is that our body goes through some physiological changes when we become frustrated or upset. Our blood flows to the muscles as the body prepares to either “run from” or “fight” the source of what is making us upset. This is called the “fight or flight response”. While our blood is flowing to the muscle groups, our blood flow is shutting down to minimum maintenance levels to the liver, the kidney, and the BRAIN! This makes it less likely that we will be able to make rational decisions when we are upset.

Do

Show overhead #29

Say

This overhead shows what happens when we

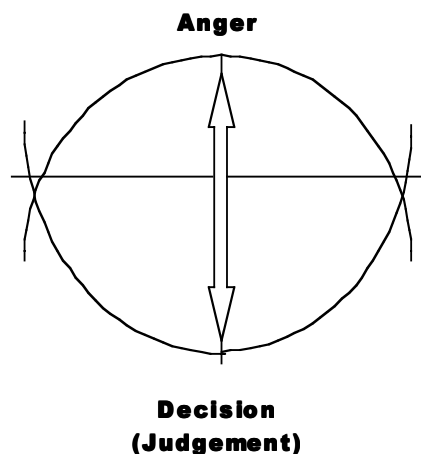
Your Presentation Notes

It's Not Bad!

**It's not bad
or wrong to get
upset.**

**It's what we do
when we get upset
that is the issue!**

Session #4, Overhead 28



Session #4, Overhead 29

get upset. The middle line represents a normal level of anger (upset). The upper curve indicates how upset we are. The lower curve represents our level of judgement, or ability to think clearly. There is an inverse relationship between our getting upset and our level of judgement, which is our ability to think clearly and make rational decisions. This means that the more upset we get, the harder it is to think clearly and make good decisions.

Do

Point to the top level of the Anger curve and,

Say

This represents when we are very upset and not thinking clearly. As you can see, at this point of anger, our judgement...

Do

Move down and point to the lowest level on the Judgement curve and.....

Say

....our judgement is at it's worst! This is the time when we are most likely to say or do things that we will regret later. Sometimes we may even say or do things to hurt people that we really care about. This is when we tell our kids "You are grounded for life!"

Your Presentation Notes

Ask

What are some mistakes you have made when you get upset, mad, or angry?

Do

Refer participants to the appropriate page in the *Resource Guide* to the activity titled **Using Coping Strategies**. Give participants a few minutes to complete the top section of the activity sheet titled **Using Coping Strategies**.

Ask

Participants to share some of their answers.

Note: It is helpful if you, as the Instructor, also have something to share.

Say

It is also important for the individuals we support to know that we get upset sometimes too! Again, getting upset is normal. It's what we do when we get upset that is the issue. We have all developed some strategies that allow us to cope with frustrating situations and "keep it together" even when situations are very stressful.

Do

Instruct participants to complete the bottom half of the activity sheet titled **Using Coping Strategies**. After a few minutes,

Your Presentation Notes

Activity: Using Coping Strategies

Directions: In order to know when to use your coping strategies, you must first identify when you are getting upset, angry or frustrated. If you don't notice when you are getting upset, you may continue to escalate (get more upset) and say or do something that you will regret later.

Make a list of some mistakes you made when you were mad, angry, or upset:

Self Control Plan

What are some things that you do to help "keep it together" when you feel angry, frustrated or upset?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Ask

What are some things that we can do to help us “keep it together” when we feel angry, frustrated and upset?

Do

Write down the participant feedback on a blank overhead, flipchart, or chalkboard.

Do

Show overhead #30

Say

Here are some strategies, let's see which ones you already listed.

Breathe!

Count to 10

Walk away

Take 3 to 5 deep breaths

Talk to someone who can help or listen

Relaxation exercises

Take a break

Say

Before you use a coping strategy, we have to first identify the fact that we are becoming upset or frustrated. If we don't see that we are getting upset, we are very likely to continue to become more escalated and upset and say or do something we will regret.

Many of the individuals we support do not know they are becoming upset until it is too

Your Presentation Notes

Coping Strategies

- **Breathe!**
- **Count to 10**
- **Walk away**
- **Take 3 to 5 deep breaths**
- **Talk to someone who can help or listen**
- **Relaxation exercises**
- **Take a break**

Session #4, Overhead 30

late. We want to assist them to understand when they are getting upset, and the importance of assisting them in using effective coping strategies that work for the individual.

The BEST time to teach an alternative coping strategy is when the individual is calm and in a good mood. There should usually be a good amount of time either before or after an outburst. The WORST time to teach an alternative coping strategy is when the individual is upset, because this is the time when he or she is least likely to understand information. Remember the anger-judgement curse? When we are upset or angry, it is harder to think clearly. It is the same for all people.

Do

Show overheads #31, #32

Say

Here are some strategies we can use to teach coping skills (or alternative skills to use when someone gets upset):

1. Help the individual to identify people, places and things that lead to them getting upset. They can start to practice coping strategies when these things are present.

Your Presentation Notes

Teaching Coping Skills

1. Help the individual identify people, places and things that can lead to being upset
2. Help the individual identify "warning signs" that signal being upset
3. Help the individual identify 2 or 3 different coping strategies
4. Choose a calm time to PRACTICE

Session #4, Overhead 31

Teaching Coping Skills

5. Rehearse or practice coping skills before they are needed
6. Offer ongoing assistance or cues as needed
7. Go over situations where coping strategies were not used and practice, practice, practice

Session #4, Overhead 32

2. Help the individual identify their “warning signs” that signal when they are getting upset. (Things they do or say, how they feel, does their breathing change, do certain muscle groups tighten up?)
3. Help the individual identify 2 or 3 different strategies they can use when they get upset, as an alternative to “blowing up” or having an outburst. (Examples typically include: Walking away, telling the individual to stop bothering you, taking deep breaths, talking to a DSP about what is bothering them, or other identified strategies).
4. Choose a calm time when the individual is in a good mood to PRACTICE the alternative coping strategy in a non-threatening, “safe” situation. You can do this through a role play where you “act out” a situation that typically upsets the individual and have them practice using one of the strategies that they feel comfortable with.
5. When entering environments where the individual is likely to get upset, or just prior to a situation where the person is likely to get upset, spend a

Your Presentation Notes

few minutes with the individual asking them if they remember what they can do when they get upset. (You can do this verbally, with written cue cards, pictures or signing, depending on the individual's learning style). This is often called **rehearsing** what to do in advance.

6. Once the individual is successful at using the skill in a non-threatening situation, the DSP may still need to be available to the individual in situations where they are more likely to lose control to give them a cue to help them remember what to do. (For example, if a peer is bothering them and they are showing signs of anger, the DSP should assist by saying "remember what you can do when she or he bothers you" to help cue the individual to use their coping strategies.
7. After an individual loses control and forgets to use their coping strategies, ask them what they can do instead, the next time they get upset. Help remind them of the alternative coping strategies they can use when they feel angry or upset.

Your Presentation Notes

Optional In-Class Activity

Note: If you have time at the end of this session, here is an optional activity you can use. You could also use this for a homework activity. You can use the teacher's script below for either a wrap-up of this session or as a lead-in to the next session.

Do

Show overhead #33

Say

We have time for one last activity about communication. Every block of every town of every region of every country has developed communication shortcuts. Here are a few of them.

Imagine for a minute that I'm new to this country and have just learned the language. How would you explain each of these phrases? Who will volunteer for the first one?

Note: After a definition has been given, ask for alternative definitions. Also, ask how this saying might have been developed in the first place.

After discussing all of the phrases . . .

Your Presentation Notes

Clear Communication?

- **Out of it**
- **Touch base with me later**
- **Fooling around**
- **Hanging out**
- **Run that by me again**

Session #4, Overhead 33

Ask

Are there other sayings or phrases from this part of the country that might be difficult for others to understand without some explanation?

Say

As you can see, communication takes practice and patience if we really want to be clear to others.

Practice Questions

Say

In your *Resource Guide* (refer to the appropriate page), you will find some practice review questions about this session.

Please take a few minutes to read the questions and mark your answers on the practice form.

Wait about 5 minutes

Say

Let's review your answers. (**Note:** The answers are underlined in your teacher's guide.)

Do

Make sure that all of the questions are answered correctly and review the information as needed.

Your Presentation Notes

Ending the Session

Say

Don't forget to look at the key words for the next session. You can find the definitions for a session at the end of the each *Resource Guide*. All of the words for Year 2 are in the **Key Word Dictionary** in the *Resource Guide*, Session #12. Any questions? See you next time.

Your Presentation Notes

Key Word Dictionary

Communication, Problem-Solving and Conflict Resolution

Session #4

Active Listening

The key elements of active listening are: (1) hear the words; (2) figure them out; and (3) then respond.

Communication Systems

The basic types of communication systems are: (1) sign language; (2) communication boards; and (3) gestures.

Conflict Management

Looking at both sides of a conflict, figuring out what both sides want and finding answers that work for both parties.

Coping Strategies

Things that a person can do to help them to calm down when they get upset or angry. This can include taking a deep breath, talking to someone about what is bothering them, going for a walk, taking a break, etc. All people use a variety of these strategies as part of their self-control plan.

Decision-Making

The ability to look at a situation, weigh all of the possibilities and make an informed choice.

Self-Control Plan

Outlines the coping strategies a person uses (or is learning to use) in order to calm down and regain their self-control when they get upset or angry. It also states how the coping strategies will be taught and practiced by the person. A written Self-Control Plan is sometimes included in the Support Plan.

Sign Language

Using hand signs to communicate letters, words, phrases, and feelings.

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By Michael P. Nichols, Ph.D., (1995) The Guilford Press, ISBN 0-89862-267-0

Multicultural Manners: New Rules of Etiquette for a Changing Society

By Norine Dresser (1996) John Wiley and Sons, Inc., ISBN 0-471-11819-2

Working Together: Succeeding in a Multicultural Organization

By George Simons, Ph.D., with Amy J. Zuckerman (1994) Crisp Publications, Inc. ISBN 1-56052-292-5

Listening: It Can Change Your Life

By Lyman K. Steil, Ph.D., Joanne Summerfield, and George DeMare (1983) John Wiley and Sons, Inc. ISBN 0-07-060937-3

Partners in Everyday Communicative Exchanges

By Nancy Butterfield, Michael Arthur and Jeff Sigafos (1995); MacLennan and Petty Pty Limited; ISBN: 0-86433-088-X

Signing Illustrated The Complete Learning Guide

By Mickey Flodin, (1994) Berkley Publishing Group, ISBN 0-399-52134-8

Dos and Taboos Around the World

Edited by Roger E. Axtell (1993) Parker Pen Company, ISBN 0-471-59528-4

"Yes" or "No" The Guide to Better Decisions A Story

By Spencer Johnson, M.D., (1991) Harper Collins Publishers, ISBN 0-06-016857-9

See, Think, OK?, Go: A Guide to Training in Decision Making for People with Developmental Disabilities

Developed for Horrigan Cole Enterprises, Redlands, CA by Sherry Beamer, MSW; concept and literature review by William Allen, Ph.D., (1996)

Beyond Machiavelli: Tools for Coping with Conflict

By R. Fisher, Harvard University Press (1994) ISBN

Rights and Responsibilities

By California People First, PO Box 3969, Chico CA 95927

Building Partnerships, Supporting Choices: A Design for Developing Supportive Relationships through Positive Communication and Teamwork

Developed for Southern California Regional Center Directors Association by Allen, Shea and Associates and Rhonda K. Mayer (1996).

If You Want to Read More About Communication, Problem-Solving and Conflict Resolution

Communicate with Confidence: How to Say it Right the First Time and Every Time

Boober, D. and Donnelly, R.R. (1994). ISBN: 0-07-006455-5

The book starts with a touching story about miscommunication, and goes on to give 23 chapters of practical and easy to read advice on improving communication in business as well as in our personal lives. Boober says that personally or professionally, communication is a life or death issue. The book has over 1,000 tips for improving communication, including how to ask questions, how to answer questions, apologizing, criticizing, and negotiating, among others.

Partners in Everyday Communicative Exchanges

Butterfield, N. , Arthur, M., Sigafos, J. (1995). MacLennan and Petty Limited; ISBN: 086433 088 X.

This book is written for teachers, speech pathologists, and everyone who may communicate with a person who has severe disability. It is complete with case studies and a chapter on challenging behavior. It contains workshop material for the person who may have to teach others about communication.

Augmenting Basic Communication in Natural Contexts

Johnson, J.M., Baumgart, D., Helmstetter, E., and Curry, C.A. (1996). Paul H. Brookes Publishing Co. Inc.; ISBN 1-55766-243-6.

This book includes a step by step guide to completing an assessment of communication and creating a system for people with severe disabilities. Chapter 10, about Kevin will show the reader some systems that work.

Communicating in Sign: Creative Ways to Learn American Sign Language

Chambers, D.P. (1998); Fireside; ISBN 0-684-83520-7

Language comes from the way we use our bodies to communicate and how we understand the emotions that are communicated to us. The five components of ASL are eye contact, facial expression, body language, mouth movements, and hand movements. Chambers walks the reader through these components, giving illustrated signs as well as offering a chapter on deaf culture.

Intercultural Communication Training: An Introduction

Brislin, R. and Yoshida, T. (1994); Sage Publications, ISBN 0-8039-5074-8

This publication draws from intercultural communication and cross cultural training, and emphasizes face to face communication. The information contained in the book applies to any situation in which effective communication and good personal relations need to be established with people from different cultural backgrounds.

Listening By Doing

Galvin, K. (1985) National Textbook Company

Galvin reviews the process of communication, and gives helpful hints on how to improve listening skills. Readers interested in the emotions behind communication will find the section on critical listening skills quite helpful. The section called Loaded Language will be helpful to the DSP.

For those who surf the web:

<http://dww.deafworldweb.org/> is the place to go for a number of internet links related to the deaf community.

<http://www.familyvillage.wisc.edu/general/signlanguage.html> has several links to other sites for information about sign language. There is an extensive list of Yamada Language Center Guides to sign language in a variety of languages.

Products

These products are for use in developing communications systems. The images in these products are meant for these systems. The DSP is encouraged to work with a speech therapist in developing an effective system.

Talking Pictures

Crestwood Company
6625 N. Sidney Place
Milwaukee, WI 53209-3259
414-352-5678
414-352-5679 Fax

PCS Sign Language Libraries

The Picture Communication Symbols Combination Book
Board maker (for Windows and Macintosh)
Mayer Johnson Co.
PO Box 1579
Solana Beach, CA 92075-7579
800-588-4548
619-550-0449 Fax

Signing Exact English

Modern Signs Press
PO Box 1181
Los Alamitos, CA 90720
562-596-8548
562-795-6614 Fax

Pick 'n' Stick on Disk and CD-ROM

Pick 'n' Stick Color Packs

Imaginart
307 Arizona Street
Bisbee, AZ 85603
800-828-1376
800-737-1376 Fax